

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Madison County Public Schools**

Superintendent: **Anna Graham** | agraham@madisonschools.k12.va.us

Local School Board Chair: **Nita Collier** | nitacollier@madisonschools.k12.va.us

Division VLA Lead: **Cathy Jones** | cjones@madisonschools.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **June 10, 2024**

SECTION ONE: Planning for Comprehensive Communication

School Division Literacy Vision:

The 2022 General Assembly passed the Virginia Literacy Act (VLA) to improve literacy outcomes across Virginia. School districts are required to have full implementation by the fall of 2024. Madison County Public Schools are ahead of the timeline. The 2023-2024 school year marks MCPS's first year of fully implementing the literacy curriculum utilizing the Science of Reading.

In Madison County Public Schools, excellent literacy instruction will:

1. Be anchored in the use of high-quality instructional materials (HQIM) rooted in science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI).
2. Provide students with consistent opportunities to build their vocabulary and knowledge of the world using complex texts on a wide variety of topics.
3. Encourage students to effectively use and comprehend complex texts, either through verbal communication or written expression, on a regular basis.
4. In grades K-2, provide explicit instruction and targeted practice opportunities with foundational reading skills using a structured phonics approach.
5. In grades 3-5, the core instructional program will focus on developing student's comprehension, improving word analysis, refining phonics skills, and helping students apply their vocabulary knowledge effectively.
6. In grades 6-8, engage students in writing across the curriculum to expand students' opportunities for writing across their academic careers, increase students' writing proficiency, and deepen students' engagement with learning. Research-based practices such as summarizing, self-monitoring comprehension, and formulating essential high-level questions using grade-level text will be implemented so students can gain greater reading proficiency.
7. In grades 9-12, utilize literacy skills acquired from K-8 and integrate literacy skills into all courses where teachers will focus on content and disciplinary literacy routines and strategies that focus on writing to learn and advanced reading skills.

8. Create an inclusive and supportive learning environment that fosters academic growth and success for **all** students. Targeted support will be provided to all students who need it.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Board Members, teachers, parents, and community members	December 13, 2021	School Board Meeting Review of the Long-Range Plan (included focus on literacy) Literacy Textbook Adoption Update; Textbook adoption policy followed; Textbooks were screened for alignment with Science of Reading.
Administrators and the WYES reading specialist shared information with parents and teachers	February 2, 2022	Family Literacy Night Science of Reading Informational Session
Board members, parents, teachers and community members	May 9, 2022	School Board Meeting Literacy Textbook Adoption The textbook adoption team presented at the school board meeting. The School Board voted to adopt McGraw Hill’s “Open Court Reading” for Grades K-5.
Board members, parents, and community members	October 10, 2022	School Board Meeting <u>Principals provide Action Steps for Improvement in Literacy</u>
Board members, parents, and community members	November 14, 2022	School Board Meeting <u>PALs data shared</u>
Board members, parents, and community members	September 11, 2023	School Board Meeting <u>MPS and WMS share school improvement plans (to include literacy)</u>
Board members, parents, and community members	Oct 9, 2023	School Board Meeting <u>WYES and MCHS share school improvement plans (to include literacy)</u>
Parents and teachers	Feb. 1, 2023	Waverly Yowell Elementary WYES Title I Family Night: Review of Reading Supports for WYES Families
Students, teachers, parents,	January 18, 2024	MPS Multi-Cultural Literacy

community members		Night
Parents and teachers	Feb. 8, 2024	Waverly Yowell Elementary WYES Title I Family Night: Review of Reading Supports for WYES Families
Board of Supervisors	Feb. 29, 2024	Presentation of Board Priorities and Budget Goals to include the Literacy Vision
Students, Teachers, parents, community members	March 7, 2024	MPS Literacy and Art Night
Madison County Diversity, Opportunity, and Inclusion Taskforce; guests	March 28, 2024 and May 6, 2024	Viewing the <i>Right to Read</i> ; engaging the community to reach our goals
Students, Teachers, parents, community members	April 11, 2024	MPS Nature Night and Book Give Away
Students, Teachers, parents, community members, School Board	Quarterly Updates to communicate progress toward our vision at November, January, April, and June Board meetings	Presentation at School Board Meetings
Parents/guardians	Schools will share celebrations and progress with parents on a quarterly basis	School newsletters, emails, teacher communication home to parents

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below.

“Supplemental Instruction” and “Intervention” may be listed as “TBD” until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (*Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1*).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	McGraw Hill LLC, Open Court Reading	All special populations (ELL, Gifted, SWD) will receive the same core program by school.
Supplemental Instruction (K-5):	<i>TBD</i>	<i>TBD</i>
Intervention (K-5):	Lexia Core 5 Open Court Intervention component? Heggerty UFLI: Foundations: An Explicit and Systematic	Lexia Core 5 (ELL, SWD) Heggerty (ELL, SWD)

SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS	Primary, Elementary, & Middle School Teachers to include SPed, ELL, and specialists. (To date 37 teachers have completed Level 1)	2019-2025
Orton Gillingham	Primary and Elementary Teachers (To date 13 teachers have completed this training)	2022-2025
Heggerty	Reading interventionists (2)	2022-2025
Open Court	All faculty (primary and elementary)	2022-2025
Lexia Core 5	Primary and Elementary Teachers	2024-2025
VLP K-5 Reading Specialists	K-5 Reading specialists per VLA requirements; including training for new reading specialists	2024-2025
VLP K-5 Teachers	K-5 teachers per VLA requirements	2024-2025
VLP K-5 Capstone Course	K-5 teachers per VLA requirements	2024-2025
VLP Reading Institutes	K-5 Principals	Summer/Fall 2024
VLA Requirements (Optional and available on UVA website)	Specialty and Resource teachers	2024-2025

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

Madison County Public Schools adopted Open Court for grades K-5 and Houghton Mifflin Harcourt Into Literature for grades 6-12 to begin implementation at the start of the 2022-2023 School Year. In August of 2022, all staff were trained on using and implementing these materials. Training has been ongoing throughout the two school years since implementation, as both companies provide in-person and online modules that teachers access during their department

meetings. New teachers are trained using the modules provided and through a train-the-trainer model by teacher leaders.

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as “TBD” until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLS	Fall, Winter, Spring	Principal, reading specialist, instructional coach
Open Court Unit Tests	Varies By Unit Conclusion of Every Unit	Principal, reading specialist, instructional coach
Open Court Universal Screener	August	Principal, reading specialist, instructional coach
Open Court Intervention Component	Monthly	Principal, reading specialist, instructional coach
CBM Progress Monitoring	Weekly	Principal, reading specialist, instructional coach
DIBELS	Level 2 Screener (August) Progress Monitor (Bi-weekly)	Principal, reading specialist, instructional coach
SOL Growth Assessments	Fall and Winter	Principal, reading specialist, instructional coach

SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom Walkthroughs	Principals	Bi-Weekly
Division Level Walkthroughs	Principals, central office staff	Monthly
Data meetings	Principals, central office staff, instructional coaches/reading specialists	Quarterly
Collaborative planning to review curriculum guides and pacing	Principals, central office staff, teachers, reading specialists	Monthly

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

MPS:

Madison Primary School will provide the parents of all students with a copy of the VALLS Summary Report for their child, as well as guidance on reading the report. In addition, the parents of those students who did not reach the benchmark will receive a letter explaining the area(s) of weakness, and notifying them of the development of an individualized Student Reading Plan. The child's teacher and the reading specialist will collaborate to create the first draft of the plan. The draft will be sent home to the child's parent with an explanation with delineation of expanded services. A letter will accompany the draft soliciting their input, and extending an invitation to meet in person to further refine the plan. Through this collaborative process, a final draft of the plan will be developed. In support of the plan, MPS will invite parents into the school once every six weeks to share student progress monitoring results, and adjust the plan where necessary. Administrators and all service providers will be present for these collaborative meetings.

WMS:

Parents and caregivers will be involved in the development and implementation of the Student Reading Plans during intervention meetings. After the diagnostic screener results that identify areas of need are shared with parents, they will participate in the development of the plan that will provide appropriate instruction using evidence-based interventions and progress monitoring. Ongoing progress data will be shared with the parents/caregivers and adjustments to the plan will be made as appropriate.

Describe your plan to build successful school, parent, caregiver, and community partnerships especially in relation to literacy development.

Madison County Public Schools recognizes the importance of collaboration and partnership in improving literacy outcomes for students. To achieve this goal, the school division has tasked its various committees comprised of parents, teachers/staff, and community members to work together towards improving literacy within the schools. These committees come together to review literacy data, discuss instructional strategies, and provide feedback on the implementation of the division's literacy plan. By working together, these committees are able to provide valuable insights and perspectives on how to improve literacy instruction across the division. Current committees include: Diversity, Opportunity, and Inclusion Taskforce; SEAC; and Gifted Advisory.

MPS:

Madison Primary School offers parent-teacher conferences for all families twice annually where the specific academic progress of their child, including literacy, are shared and discussed. In addition, MPS offers ten, monthly family nights; four of which will focus on literacy, and one of which will be an author's night. These activities provide families and educators the opportunity to collaborate on effective instruction and support for children who are learning to read. MPS also partners with a variety of local agencies to provide additional literacy support such as The Madison County Library, The Literacy Council, and the Quickstart Tennis program that promotes healthy eating and literacy.

WYES:

Literacy/Library Nights

Partnership with Madison County Library

Endangered Species Night (Research and Writing Application)

Resources to Support Family and Community Involvement:

- Read Alouds to Support Diversity and Inclusivity (English and Spanish): <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/read-alouds-with-logos-to-printer.pdf>
- Tips for Reading at Home: <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/bookmark-final-with-logos-to-printer.pdf>
- How to Strengthen Literacy Skills at Home (English): <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/magnet-final-with-bleed.pdf>
- How to Strengthen Literacy Skills at Home (Spanish): https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/Spanish_Magnet.pdf
- Webinar: Science-Based Reading Research and the VLA; What Families Need to Know: <https://vimeo.com/853491797/acae88393c?&login=true#> =

Families may also reach out to Desiree Van Hoven, Division Lead Reading Specialist, dvanhoven@madisonschools.k12.va.us

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division. The Department shall post each divisionwide literacy plan on its website.

Provide the link to where the divisionwide literacy plan will be housed on your school division website:

<https://www2.madisonschools.k12.va.us/>

DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

Anna R Graham

Division Superintendent/
Authorized Designee Signature

Anna Graham

Print Name

6/20/24

Date